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ABSTRACT

This report represents the eighth Follow-up Study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (Missouri). TEAC is a centralized system of data collection and assessment that conducts and publishes results of periodic assessments and evaluations of Central's teacher education programs by soliciting input from education faculty, preservice teachers, program graduates, and principals of educators prepared at Central. The data reveal that 62 percent of Central's previous year's graduating class secured full-time teaching positions within Missouri. Central graduates (first and second year teachers) were employed in 179 of the state's 525 school districts. Students were predominantly white females. Most students rated non-western philosophies and cultures as their weakest academic areas. The average salary for first and second year teachers graduating from Central was $22,315. Most of the respondents were full-time classroom teachers holding positions at their preferred teaching level. Nearly all of the respondents planned to be teaching 5 or more years from now. Teachers' three top areas of dissatisfaction in their current positions were level of support from parents and community, salary/fringe benefits of teaching, and methods used to evaluate their teaching performance. Over 80 percent of the principals hiring Central graduates felt the teachers were strongly prepared for their current positions. The survey instruments are appended. (SM)

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ED 417 179

1997 Teacher Education Follow-Up Study

as compiled by the

Teacher Education Assessment Committee

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April, 1997

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Introduction

This report represents the eighth Follow-Up Study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (Central), Warrensburg, Missouri. TEAC was established in April of 1988. TEAC's current committee members are as follows: John R. Zelazek, Wayne Williams, Charles McAdams, and Kyle Palmer.

TEAC is a centralized system of data collection and assessment that conducts and publishes results of periodic assessments and evaluations of Central's Teacher Education Programs by soliciting input from: A) Central's Professional Education Faculty; B) Pre-service teacher education candidates at Central ; C) Graduates of Central's undergraduate teacher education programs; D) Employers (principals) of educators who were prepared by Central, and E) graduates who completed MSE and EdS degrees in Education. The results of all assessments and evaluations are shared with all departments involved in teacher education programs. TEAC provides specific information to individual departments for use in the advisement and counseling of students as well as program revision and course development. Demographic trends of teacher education classes, at both elementary and secondary levels, have been tallied, analyzed and distributed in order to help in load assessment, needs assessment, future planning for program adjustment, and personnel management. The use of TEAC survey data has been helpful to the University, so that it can look at the whole picture rather than fragmented pieces.

TEAC and the Office of Institutional Research and Testing Services have jointly developed a data-base of 14,000 past and present Central students and coordinates that data with the Office of Clinical Services and the Teacher Education Council. TEAC designed four major surveys based on Freeman's (1988) research. TEAC provided information for the Missouri Department of Elementary and Secondary Education and NCATE accreditations and the North Central Association assessment. The results of the DESE and NCATE studies have been shared with the appropriate committees for accreditation reports.

Conclusions

The data revealed that **62 %** of Central's previous year's graduating class secured full-time teaching positions within the State of Missouri.

Central teacher education graduates, first-year and second-year teachers only, are employed in 179 of the 525 districts across the State of Missouri. Of those Central graduates employed as full-time teachers in the Missouri public school systems, 73% were employed in school districts that reside within a 90 mile radius of CMSU.

TEAC does not have access to employment statistics of Central graduates in states other than Missouri, nor in Missouri private school settings, substitute teacher listings, Day Care Schools, state asylums, and other teaching situations not listed by the State of Missouri (DESE) Statistical Office.

Students in the Foundations classes were predominantly (73%) females. Five percent listed their cultural backgrounds as other than white. Ninety-two percent were full-time students. When asked to rate their academic background, the Foundations students rated Non-Western philosophies and cultures as their weakest area.

Seventy-five percent of the 1996-1997 student teachers were females. Ninety percent were white. The students rated their student teaching experience very high as did past student teachers, and their advice/counseling received from academic advisors as weakest. When asked to rate their academic background the student teachers rated Child/adolescent growth and development and Theories/principles of how students learn as their strongest areas and Non-Western philosophies and cultures as their weakest area.

The average salary for Central graduates (First-year and Second-year teachers) was $22, 315. ninety-four percent of the first and second year teacher survey respondents were white. Ninety-Eight percent were full-time students while completing their undergraduate degree. Ninety-two percent of the graduate survey respondents plan to work on graduate degrees in education with forty-five percent planning to complete their graduate work at Central.

Eighty-four percent of the first and second year teacher survey respondents were full-time classroom teachers. The teaching level appeared to be equally stratified from early elementary to senior high school. Eighty-four percent hold positions at their preferred teaching level.

Ninety-six percent of the first and second year teacher survey respondents survey respondents planned on teaching five years or more from now. Forty-five percent found it necessary to obtain employment outside the school system during the school year. Ninety-four percent stated they would enroll in a teacher preparation program again. The teachers' top three areas of dissatisfaction in their current positions were, level of support from parents and community, salary/fringe benefits of teaching, and methods used to evaluate their teaching performance.

Eighty-three percent of the principals hiring Central's graduates who responded to the survey felt that the teachers were strongly prepared for their current positions. Principals feel salary and fringe benefits is the top area of dissatisfaction for teachers.

MSE and EdS Survey Conclusions

Place of Employment and Job Title: Of the 275 graduates who completed the survey, 245 are teachers or administrators in the public schools. Eighty-seven percent of the those responding work within a 90 mile radius of Warrensburg.

Summary of Strengths: The graduate students believe that their coursework helped them develop their ability to use research and research methods. They also believe that their coursework increased their knowledge and understanding about issues and trends to improve practice in schools and classrooms.

There were three additional areas that the graduate students spoke very positively about were CMSU's flexible class scheduling, excellent faculty who teach well and strong advisors who are very caring and accessible individuals.

Summary of Weaknesses: The graduate students also pointed out four areas of weakness which are as follows: Faculty not current with their classroom experiences; too much theory; repetition of content from class to class; and technology not being used in the graduate courses.

Summary of Specific Actions to take for Improvement: The graduate students suggested that more classes be offered off campus at various sites across the area. In addition, more technology should be included within each course, and faculty should update all classes with current materials and themes.

(TEAC--Foundations of Education--1997)

Of the 360 Foundations of Education students enrolled during the 1996-1997 school year, 347 (96% return) completed the survey.

Survey results are listed in whole numbers unless acknowledged as an average.

Please read each statement, then circle, fill-in or choose your response for each item.

1. Sex: (Check one)

males	093
females	254

2. Age: Fill-in __23.0 (average)____years

3. Are you a Post-Bachelor Student? Circle

Yes 35

4. How would you describe yourself? Check only one.

American Indian	002
Asian or PI	002
African American	010
Hispanic	000
White	328
Other	003

5. How would you characterize your status as an undergraduate? Check only one.

Full-time student	320
Part-time student	011
Sometimes full-time/part-time	016

6. When do you plan to complete all requirements of your teacher certification program? Check only one.

Fall 1996 through summer 1997	005
Fall 1997 through summer 1998	055
Fall 1998 through summer 1999	125
Fall 1999 through summer 2000	098
Fall 2000 through summer 2001	049
Other	008

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7. What do you consider to be the primary goal of education? Check only one.

Promoting academic development	195
Enhancing personal development	132
Facilitating social development	018

8. How do you rate your academic background in each of the following areas ?

KEY---1=very weak; 2=weak; 3=adequate; 4=strong; 5=very strong

Averages are listed for the student responses

3.3	Mathematics
3.4	Social Studies
3.2	Natural Sciences
3.5	Humanities
3.3	Multi-cultural issues and perspectives
2.7	Non-Western philosophies and cultures
3.5	American history
3.3	American literature
3.0	Education-historical and philosophical development
3.3	Contemporary educational issues
3.6	Theories/principles of how students learn
3.6	Child/adolescent growth and development
3.3	Social and political roles of schools in America
3.3	Classroom management techniques/procedures
3.3	Legal and ethical responsibilities of teachers
3.1	Assessment and evaluation of students

Of the 389 student teachers enrolled during the 1996/1997 school year, 374 (96%) completed the survey.

Survey results are listed in whole numbers unless acknowledged as an average.

Please read each statement, then circle, fill-in or choose your response for each item.

1. Sex:

males	085
females	289

2. Age: 25.4 years (Average)

3. What was (will be) your marital status at the time you complete certification?

Single	192
Married	182

4. How many minor children do you have living with you?

None	270
One	073
Two	024
Three or more	007

5. How would you describe yourself?

Native American	006
Asian or PI	001
African American	010
Hispanic	008
White	351
Other	001

6. How would you characterize your status as an undergraduate?

Full-time student	362
Part-time student	005
Sometimes full-time/part-time	007

7. When will you complete all requirements of your teacher certification program?

Fall 1996	160
Spring 1997	186
Summer 1997	026

8. On a scale of one to five, how would you rate the overall quality of:

KEY---1=very weak; 2=weak; 3=adequate; 4=strong; 5=very strong

Averages are listed for the student teacher responses

3.8	Your teacher preparation program
4.0	Courses in your undergraduate major field
3.8	Courses in your minor field(s) May not apply
3.3	The liberal arts/general education courses you have taken
4.7	Your student teaching experience
3.9	Advice/counseling you received from your departmental advisor in your major
3.8	In your minor field(s) of study. May not apply
2.5	Advice/counseling you received from your academic advisor
3.78	Support, assistance, and help from faculty and staff in your education program

9. To what extent have education courses (other than field-based experiences such as student teaching) contributed to your success as a teacher? These courses have made a(n) _____ contribution to my success.

Very significant	069
Significant	160
Moderate	110
Insignificant	030
Very insignificant	004

10. How would you rate your preparation to teach in culturally diverse settings ?

Excellent	030
Good	131
Average	151
Weak	049
Poor	012

11. How would you rate your preparation to teach AT RISK students ?

Excellent	030
Good	091
Average	151
Weak	100
Poor	002

11

12. Do you feel you are a(n)..

Exceptional student teacher	091
Better than average student teacher	221
Average student teacher	051
Below average student teacher	005
Inferior student teacher	004

13. How do you rate your academic background in each of the following areas ?

KEY---1=very weak; 2=weak; 3=adequate; 4=strong; 5=very strong

Averages are listed for the student teacher responses

3.8	Mathematics
3.7	Social studies
3.4	American History
3.4	Natural sciences
3.6	Humanities
3.7	Multi-cultural issues and perspectives
2.7	Non-Western philosophies and cultures
3.7	Education historical and philosophical development
3.8	Contemporary educational issues
4.1	Theories/principles of how students learn
4.3	Child/adolescent growth and development
3.5	Social and political roles of schools in America
3.9	Classroom management techniques/procedures
3.6	Legal and ethical responsibilities of teachers
3.2	American Literature
4.0	Assessment and evaluation of students

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February, 1997

Dear Educator,

On behalf of the Teacher Education Assessment Committee (TEAC) at Central Missouri State University, I ask your assistance in the assessment process we are currently undertaking. Please return the survey to me in the prepaid envelope by March 20, 1997.

This task is in compliance with The State of Missouri law (Excellence in Education Act of 1985), our national accreditation agency for teacher education, NCATE, and our regional accreditation agency, North Central. **We need to conduct a follow-up of students who completed certification or graduated from our programs and are first or second year teachers**. These data will be used in conjunction with last year's survey and surveys that are currently being distributed by individual departments on our campus for the purpose of improvement.

I will also be contacting your principal to make him/her aware of our surveys, and ask him/her to participate in an employers' survey. All responses will be confidential. If you wish a copy of our results, please enclose a self-addressed stamped envelope, and I will send you a copy as soon as they are compiled.

Sincerely,

Dr. John R. Zelazek, Chair
Teacher Education Assessment Committee

Of the 555 Graduates (First and Second Year Teachers) employed in the State of Missouri during the 1996-1997 school year, 289 (54%) completed the survey.

Survey results are listed in whole numbers unless acknowledged as an average.

Please read each statement, then circle, fill-in or choose your response for each item.

1A. Sex:

Males	057
Females	241

1B. Level:

Elementary	158
Secondary	140

2. Age in years: 28.5 years (Average)

3. What was your marital status at the time you graduated from college?

Single	161
Married	135
Other	002

4. What is your current salary per school year? $22,315 (Average)

How many years have you been teaching?

One	145
Two	153

5. How would you describe yourself?

Native American	003
Asian or PI	000
Hispanic	001
White	290
African-American	002
Other	000

6. How would you characterize your status as an undergraduate?

Full-time	281
Part-time	007
ft/pt	007

7. During which semester did you complete all requirements of your teacher certification program?

Before Summer 94	095
Summer 94 through Spring 95	098
Summer 93 through Spring 96	095
Summer 96	010

8. How many children do you have?

None	197
One	035
Two	038
Three	021
Other	007

9. Do you plan to do your graduate work in education?

Yes	275
Not Sure	013
Completed	010

10. Do you plan to do your graduate work at CENTRAL MISSOURI STATE UNIVERSITY?

Yes	135
Not Sure	121
No	043

11. How would you describe your current position in education?

Full-time teacher	280
Permanent substitute	003
Part-time teacher	012
Day to day substitute teacher	000
Education specialist	000
School administrator	003

13. At what grade level do you teach?

Preschool/kindergarten	075
Early elementary/grades 1-3	048
Upper elementary/grades 4-5	035
Middle school/jr. high	036
Senior high school,	064
Other	040

14. Is this the level at which you prefer to teach?

Yes 251 No 047

15. --#15 is for Secondary Majors only--(a) What subject(s) do you teach? (check all that apply)

_2_Agriculture _6__Art _9_Biology _10_Business _5_Computer Sci.

_2_Marketing _12_Earth Sci. _27_English _6_Health _5_Home Econ

_17_History _5_Industrial (ARTS) Technology Education _1_Journalism

_20_Mathematics _1_Music _4_Physical Education _10_Physical Sci

_22_Social Studies _27_Special Ed._10_Speech/Theatre _10_Foreign Lang.

16. What best describes your teaching assignment?

Contained Classroom	251
PE instructor	008
Art instructor	005
Music instructor	001
Other	033

17. About what percent of your present teaching assignment is in the grade(s) or subject area(s) in which you were certified/endorsed ?

265 graduates responded that 100% of the assignment was in their areas of certification/endorsement. 33 graduates responded that at least 10% to as much as 90% of their assignment was not in their area of certification or endorsement.

18. For how long have you been teaching full time?

Less than one year	137
1 to 2 years	110
2 years	020
Other	031

19. Five years from now, do you plan to be ?

Teaching	266
Education Specialist	012
Continuing Education	010
Out of Workforce	010

20. How much longer do you expect to teach?

< five years	012
5-10 years	040
11-20 years	060
More than 20 years	185

21. In the past year, have you been employed in some capacity besides your teaching assignment?

No	109	Yes	189

If Yes, how would you describe your other source(s) of income? (circle all that apply)

072	Coaching
077	Other school-related assignment during the school year
083	Employment outside the school system during the school year
089	School-related job during the summer

22. If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes	199
Probably yes	081
Probably not	013
Definitely not	005

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23. Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---1=very satisfied; 2=satisfied; 3=neutral; 4=dissatisfied; 5=very dissatisfied

Averages are listed for each response

2.3	Salary/fringe benefits
2.0	Quality/level of administrative support
1.9	Level of personal challenge
2.3	Methods used to evaluate your teaching performance
2.1	General work conditions
2.1	Intellectual stimulation of the workplace
1.9	Geographical location
2.0	Opportunities for professional advancement
2.5	Level of support from parents and the community
2.0	Level of support from administrators and colleague
1.8	Interactions with colleagues/students
1.9	Your sense of professional autonomy/level of discretion

24. Do you plan:

to transfer to a different school within your current district ?	Yes 031	No 265
to seek employment in another district?	Yes 095	No 087
to seek employment outside of education?	Yes 015	No 213

25. To what extent have education courses (other than field-base experiences) contributed to your success as a teacher? These courses have made a _____contribution to my success.

Very significant	021
Significant	119
Moderate	131
Insignificant	027
Very insignificant	004

26. At the time you completed your teacher preparation program, how would you have rated the adequacy of your preparation to teach in a culturally diverse setting with at-risk students?

Very weak	044
Weak	137
Adequate	089
Strong	023
Very strong	005

February, 1997

Dear Principal,

On behalf of the Teacher Education Assessment Committee (TEAC) at Central Missouri State University, I ask your assistance in the assessment instrument that I would like you to complete. Please return the survey to me in the prepaid envelope by March 20, 1997.

This task is in compliance with The State of Missouri law (Excellence in Education Act of 1985), our national accreditation agency for teacher education, NCATE, and our regional accreditation agency, North Central. We need to conduct a follow-up of employers of **our graduates and students who went through our certification program who are first or second year teachers**. These data will be used in conjunction with last year's survey and surveys that are currently being distributed by individual departments on our campus for the purpose of improvement.

I will also be contacting your teachers to make them aware of our surveys and ask them to participate. All responses will be confidential. If you wish a copy of our results, please enclose a self-addressed stamped envelope, and I will send you a copy as soon as they are compiled.

Sincerely,

Dr. John R. Zelazek, Chair
Teacher Education Assessment Committee

(TEAC---Principals---1997)

Of the 349 principals who evaluated first and second year teachers (graduates of Central and those who completed certification) during the 1996-1997 school year, 127 (36%) completed the survey.

Survey results are listed in whole numbers unless acknowledged as an average.

Please read each statement, then circle, fill-in or choose your response for each item.

1. How many CMSU graduates and/or post-bachelor certification graduates did you employ this school year as true first-year or second-year teachers? 184

Sex:

males	023
females	161

2. What is their annual individual salary ? Please list a number for each.

less than $18,000	002
$18,000-19,999	018
$20,000 or beyond	164

3. How would you describe them? Please list a number for each.

American Indian	000
Hispanic	001
Asian or P I	000
White	182
African American	001
Other	000

4. Do you feel they are satisfied with the profession they have chosen? Please give a number for each choice.

Yes	177
No	006

5. How well prepared do you consider them for their present position?

Very strong	030
Strong	076
Adequate	014
Weak	006
Very weak	001

6. How would you describe their current positions in education? Please list numbers for each position.

Full time teacher	172
Permanent substitute	001
Part-time teacher	002

Other 009

7. What subject(s) do they teach? (please list numbers for all that apply)

_0_Agriculture _4_Art _5_Biology _4_Business

_5_Computer Science _1__Marketing _7_Earth Science _81_Elementary

_27__English ___Health __5_Home Economics _4__History

_4__Journalism _21_Mathematics _1__Music _28_Physical Ed.

_10_Physical Sciences _19_Social Studies _35_Special Education _4__Speech/Theatre

_2__Foreign Language _4_Industrial (ARTS) Technology Education

_9_Other(s)_____

8. What percent of your first-year and second-year teachers are certificated in all areas they are presently teaching? (Excluding emergency certificates)__98___%

9. How many of your first-year and second-year teachers are on emergency teaching certificates?_02__% In what disciplines? Special Education, Math, and Science

10. Please rate your perception of your new teachers' level of satisfaction with each of the following aspects of their current teaching positions.

KEY---1=very satisfied; 2=satisfied; 3=neutral; 4=dissatisfied; 5=very dissatisfied

Averages are listed for the principals responses

2.3	salary/fringe benefits
1.3	quality/level of administrative support
1.4	level of personal challenge
1.9	methods used to evaluate your teaching performance
1.7	your sense of professional autonomy/level of discretion
1.8	general work conditions
1.9	intellectual stimulation of the workplace
1.8	geographical location
2.0	opportunities for professional advancement
2.0	level of support from parents and the community
1.5	level of support from administrators and colleague
1.6	interactions with colleagues/students

11. Would you hire your first-year and second-year teachers again? Please list a number for each

All	121
Most	051
Some	005
None of these	004

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12. How well prepared are your first-year and second-year teacher to teach in culturally diverse settings ? Please list a number for each

Excellent	018
Good	071
Average	041
Weak	049
Poor	004

13. To what extent have education courses (other than field-based experiences such as student teaching) contributed to their success as a teacher? Please list numbers for each choice.

Very Significant	024
Significant	123
Modest	030
Insignificant	007
Very Insignificant	002

14. How well prepared are your first-year and second-year teacher to teach AT RISK students ? Please list a number for each.

Excellent	004
Good	055
Average	071
Weak	043
Poor	012

ABOUT YOU

15. When did you complete your teacher preparation program ? (Year) Range = 1961-1989.

16. What was your undergraduate major?

Elementary Education	39 %
Physical Education	14%
Social Studies	13%
Others	34%

CBASE RESULTS

CENTRAL STUDENTS ONLY

4/15/88---3/8/97

Students who wish to complete a teacher education degree in Missouri need to successfully complete the College Basic Academic Subjects Examination, CBASE, as part of the admission process for acceptance into the teacher education program at Central. This requirement became effective on September 1, 1988 as part of the 1985 "Excellence in Education Act." CBASE is a criterion-referenced achievement examination focusing on the knowledge and skills requisite to successful college course work. It contains five examination areas: Writing, English, Math, Science and Social Studies. Since the first offering of CBASE in April of 1988, 3898 students have submitted test scores to the university as part of their teacher education admission process. The following page shows a matrix per test, by number of successful attempts, unsuccessful attempts with frequencies, and percentages. The left hand column of the matrix requires the following explanation in order to interpret the data:

1 = First attempt, successful	A = First attempt, unsuccessful
2 = Second attempt, successful	B = Second attempt, unsuccessful
3 = Third attempt, successful	C = Third attempt, unsuccessful
4 = Fourth attempt, successful	D = Fourth attempt, unsuccessful
5 = Fifth attempt, successful	E = Fifth attempt, unsuccessful
6 = Sixth attempt, successful	F = Sixth attempt, unsuccessful
7 = Seventh attempt, successful	G = Seventh attempt, unsuccessful
8 = Eighth attempt, successful	H = Eighth attempt, unsuccessful
9= Ninth attempt, successful	I = Ninth attempt, unsuccessful

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English	Frequency	Percent
A	149	3.9
B	16	.4
C	2	.1
D	4	.1
H	1	<.1
1	3481	89.3
2	184	4.7
3	39	1.0
4	12	.3
5	6	.2
6	2	.1
7	2	.1

Writing	Frequency	Percent
A	89	2.3
B	12	.3
C	3	.1
D	5	.2
H	1	<.1
1	3558	91.3
2	175	4.5
3	34	.9
4	12	.3
5	5	.1
6	2	.1
7	2	.1

Math	Frequency	Percent
A	235	6.0
B	33	.8
C	7	.2
D	5	.2
E	4	.1
F	5	.1
I	1	<.1
1	3292	84.5
2	180	4.6
3	78	2.0
4	25	.6
5	17	.4
6	10	.3
7	3	.1
8	1	<.1
9	1	<.1

Science	Frequency	Percent
A	280	7.2
B	28	.7
C	5	.1
D	2	.1
E	1	<.1
F	2	.1
1	3220	82.6
2	273	7.0
3	56	1.4
4	17	.4
5	8	.2
6	1	<.1
7	3	.1

Social Studies	Frequency	Percent
A	183	4.7
B	21	.5
C	3	.1
D	4	.1
1	3365	86.3
2	220	5.6
3	61	1.6
4	25	.6
5	9	.2
6	4	.1
7	2	<.1
9	1	<.1

1996 Graduate Student Follow-Up Study

as compiled by

Dr. Wayne W. Williams and Dr. John R. Zelazek

of the

Teacher Education Assessment Committee (TEAC)

October, 1996

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Introduction

This report represents the first Graduate Student Follow-Up Study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (Central), Warrensburg, Missouri.

TEAC is a centralized system of data collection and assessment that conducts and publishes results of periodic assessments and evaluations of Central's Teacher Education Programs by soliciting input from: A) Central's teacher education faculty; B) pre-service teacher education candidates; C) in-service teachers and other graduates of Central's teacher education programs; and D) employers of educators who were prepared by Central. The results of all assessments and evaluations are shared with all Departments involved in teacher education programs. TEAC provides specific information to individual departments for use in the advisement and counseling of students as well as program revision and course development. The use of TEAC survey data has been helpful to the University, so that it can look at the whole picture.

TEAC and the Office of Institutional Research and Testing Services have jointly developed a data-base of 13,000 past and present Central students and coordinate that data with the Office of Clinical Services and the Teacher Education Council. TEAC designed five major surveys based on Freeman's (1988) research. TEAC has provided information for the Missouri Department of Elementary and Secondary Education, NCATE accreditations, and the North Central Association assessment. The results of the DESE and NCATE studies have been shared with the appropriate committees for ongoing program planning and accreditation reports.

Of the 684 graduate students who completed an MSE or EdS during the 1991 through 1995 school years, 275 (40% return) completed the survey.

Follow-up Survey of MSE/Ed.S Graduate Students

Department of Curriculum and Instruction, Summer, 1996

Please check the **GRADUATE DEGREE YOU COMPLETED AT CMSU AND AREA OF EMPHASIS (MAJOR):** (Note: Reading should be marked K - 12).

MSE 225 Ed.S 50 Year Degree Completed 1991 = 25, 1992 = 57, 1993 = 35, 1994 = 45, 1995 = 91

Elementary 92
Secondary 58
K - 12: 47
Adult Ed. 9
Admin. 74 Elementary 20 Secondary 54

A. Undergraduate Preparation Where did you receive your undergraduate degree?

Institution See Attachment Year _____
Major _____ Minor _____

B. Current employment information

Are you currently employed as an educator?
Yes 261 (If YES, go to part 1 below) **No** 14 (If NO, go to part 2 below)

1. If **Yes**, Please answer the following:

Type of school (check one):
Public 245 Private/parochial 11 Other 5

Level (check one):
Preschool (kindergarten/nursery) 13
Elementary 110
Junior High/Middle School 53
Secondary School 63
Other (specify) 22

What is your primary responsibility?
Teacher's Aide 1
Teacher (faculty) 200
Administration/supervision 50
Guidance/counseling 2
Other (specify) 8

My position is:
Full-time 253 Part-time (1/2 day or less) 8

I work primarily with the following types of students:

Regular classroom 180 Special education 42

Gifted and talented 11 Other (specify) 30

2. If No, are you actively seeking a teaching position?

Yes 2 No 12

Are you employed in a school setting?

Yes 6 No 8

Place of employment _____

Job title _____

C. Program Evaluation

To what extent do you feel the graduate courses you took at CMSU helped you to achieve the intended goals and objectives stated below:

(Please respond to the statements listed below. If you do not have enough information to respond to a specific statement, leave it blank)

Questions 1-9 relate to graduate instruction and your MSE/Ed.S coursework at CMSU:

1. The graduate courses you completed helped you to become more competent as a professional educator or develop competencies that could lead to other professional roles (e.g., school library media specialist, school psychologist, principal, etc.).

87 = Strongly Agree 165 = Agree 14 = Disagree 3 = Strongly Disagree 2 = NA

2. The courses you took built upon and extended prior knowledge and experiences that included a core understanding of learning and practices that support learning.

91 = Strongly Agree 173 = Agree 7 = Disagree 1 = Strongly Disagree 1 = NA

3. Through your graduate courses you developed the ability to use research and research methods.

135 = Strongly Agree 127 = Agree 7 = Disagree 2 = Strongly Disagree 1 = NA

4. Your coursework helped you to increase your knowledge and understanding about issues and trends to improve practice in schools and classrooms.

101 = Strongly Agree 154 = Agree 13 = Disagree 3 = Strongly Disagree 1 = NA

5. The instruction in your graduate courses reflected knowledge derived from research and professional practice.

83 = Strongly Agree 166 = Agree 20 = Disagree 2 = Strongly Disagree 0 = NA

6. Graduate faculty used a variety of instructional strategies that reflected an understanding of different models and approaches to learning.

63 = Strongly Agree 153 = Agree 50 = Disagree 4 = Strongly Disagree 2 = NA

7. Instruction in your graduate courses encouraged the development of reflection, critical thinking, and problem solving.

82 = Strongly Agree 165 = Agree 24 = Disagree 1 = Strongly Disagree 0 = NA

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8. Graduate level instruction reflected knowledge about and experiences with cultural diversity and exceptionalities.

34 = Strongly Agree 167 = Agree 56 = Disagree 5 = Strongly Disagree 8 = NA

9. In your graduate level courses technology was integrated into instruction.

12 = Strongly Agree 115 = Agree 122 = Disagree 11 = Strongly Disagree 9 = NA

Questions 10-13 relate to internships/practicums within your MSE/Ed.S program at CMSU (if your graduate program did not require an internship or practicum, skip to question 14):

10. Internships/practicums were well-planned and sequenced, and were of high quality.

33 = Strongly Agree 64 = Agree 23 = Disagree 5 = Strongly Disagree 19 = NA

11. Internships/practicums related principles and theories to actual practice in classrooms and schools.

31 = Strongly Agree 76 = Agree 15 = Disagree 2 = Strongly Disagree 19 = NA

12. Internships/practicums created meaningful learning experiences within a variety of communities, with students of different ages and with culturally diverse and exceptional populations.

28 = Strongly Agree 58 = Agree 32 = Disagree 3 = Strongly Disagree 22 = NA

13. Internships/practicums encouraged reflection by candidates and included feedback from higher education faculty, school faculty, and peers.

40 = Strongly Agree 58 = Agree 24 = Disagree 2 = Strongly Disagree 19 = NA

Questions 14-21 relate to admission into and completion of the CMSU graduate program:

14. The criteria for admission to the graduate school and your specific program ensured quality candidates.

46 = Strongly Agree 194 = Agree 22 = Disagree 3 = Strongly Disagree 4 = NA

15. Incentives and affirmative procedures helped attract you to CMSU's graduate school.

25 = Strongly Agree 83 = Agree 94 = Disagree 24 = Strongly Disagree 39 = NA

16. In your opinion, the graduate student body was culturally diverse.

26 = Strongly Agree 148 = Agree 77 = Disagree 10 = Strongly Disagree 7 = NA

17. Your academic progress was systematically monitored with appropriate academic and professional advisement.

63 = Strongly Agree 139 = Agree 49 = Disagree 20 = Strongly Disagree 0 = NA

18. Your academic progress was monitored through systematic procedures and timelines.

52 = Strongly Agree 155 = Agree 46 = Disagree 13 = Strongly Disagree 3 = NA

19. Your ability to create meaningful learning experiences in your classroom(s), based on knowledge gained through your graduate courses, was assessed.

36 = Strongly Agree 148 = Agree 61 = Disagree 9 = Strongly Disagree 16 = NA

20. During your graduate experience at CMSU you were provided clear information about institutional policies and requirements needed for completing your degree.

80= Strongly Agree 153 = Agree 31 = Disagree 8 = Strongly Disagree 1 = NA

21. A clear set of exit criteria/outcomes for completion of the degree was provided.

92= Strongly Agree 157 = Agree 18 = Disagree 4 = Strongly Disagree 2 = NA

Questions 22-26 relate to the graduate faculty at CMSU;

22. Graduate faculty were knowledgeable about currrent practice related to the use of computers and technology.

37= Strongly Agree 127 = Agree 63 = Disagree 10 = Strongly Disagree 32 = NA

23. Graduate faculty were knowledgeable about and had experience with cultural differences and exceptionalities.

38= Strongly Agree 168 = Agree 36 = Disagree 3 = Strongly Disagree 21 = NA

24. Graduate faculty who served as thesis advisors were competent in research methodology.

90= Strongly Agree 62 = Agree 3 = Disagree 3 = Strongly Disagree 98 = NA

25. Graduate faculty who served as thesis advisors were knowledgeable about your selected subject/discipline.

72= Strongly Agree 77 = Agree 6 = Disagree 2 = Strongly Disagree 98 = NA

26. Graduate faculty who served as graduate advisors were competent and knowledgeable of the graduate program.

126= Strongly Agree 114 = Agree 15 = Disagree 11 = Strongly Disagree 2 = NA

27. Please consider all dimensions of your graduate program at CMSU and respond to the following questions:

A. Describe the greatest strengths of the overall program.

See Attachment

B. Describe the greatest weaknesses of the overall program.

See Attachment

28. Describe some specific action(s) that you think the Department of Curriculum and Instruction should take to improve the MSE or Ed.S. program(s). (e.g., Additional course offerings, changes in present course offerings, etc.) **See Attachment**

Undergraduate Institution

Institution	Year	Major	Minor
Abilene Christian	66	ELED	
Arkansas State	69	Sociology	Psychology
Baker	81	Biology	SS
Baker	88	ELED	Math
Baker	82	Art	Psychology
Baylor	88	ELED	Math
Benedictine	70	Spanish	Education
Buena Vista	88	ELED	
Central Methodist	90	Business	Music
CMSU	62	Biology	PE
CMSU	64	Music	English
CMSU	64	ELED	
CMSU	64	Spanish	Business
CMSU	65	PE	Health
CMSU	68	ELED	
CMSU	68	Home Economics	
CMSU	68	ELED	
CMSU	69	ELED	
CMSU	70	ELED	Music
CMSU	71	SS	PE
CMSU	71	ELED	
CMSU	71	English	
CMSU	72	Art	
CMSU	73	Speech/Drama	English
CMSU	73	PE	Health
CMSU	74	Speech/Theatre	Journalism
CMSU	74	Business	
CMSU	75	Industrial Arts	Drivers Education
CMSU	75	Biology	General Science
CMSU	75	ELED	
CMSU	75	Speech/Theatre	Sociology
CMSU	75	Music	Social Work
CMSU	76	ELED	
CMSU	77	ELED	EMH
CMSU	77	ELED	
CMSU	77	ELED	
CMSU	78	Home Economics	
CMSU	78	Math	
CMSU	78	PE	
CMSU	78	PE	
CMSU	78	ELED	
CMSU	79	Textiles/Clothing	Business
CMSU	79	PE/Health	Drivers Education
CMSU	79	SS	
CMSU	79	SS	
CMSU	80	SpED	ELED
CMSU	80	ELED	
CMSU	80	ELED	

CMSU	81	ELED	Art
CMSU	81	SS	Earth Science
CMSU	81	SpED	ELED
CMSU	81	Home Economics	Photography
CMSU	81	ELED	SpED
CMSU	81	Home Economics	
CMSU	81	Home Economics	
CMSU	82	ELED	Coaching
CMSU	83	Art	
CMSU	83	Art	
CMSU	83	ELED	Earth Science
CMSU	84	Math/Comp Sci	Business
CMSU	84	Business	
CMSU	84	ELED	
CMSU	84	Management	
CMSU	84	ELED	EC
CMSU	84	ELED	
CMSU	85	ELED	Psychology
CMSU	85	ELED	
CMSU	85	ELED	
CMSU	85	SpED	
CMSU	85	SS	
CMSU	86	PE	SS
CMSU	86	ELED	
CMSU	86	ELED	Math
CMSU	87	ELED	EC
CMSU	87	ELED	Math
CMSU	87	ELED	Music
CMSU	87	ELED	SS
CMSU	87	ELED	
CMSU	87	Math	
CMSU	87	SpED	
CMSU	87	Music	Vocal
CMSU	87	ELED	Spanish
CMSU	88	Chemistry	Biology
CMSU	88	PE	Biology
CMSU	88	ELED	EC
CMSU	88	ELED	EC
CMSU	88	ELED	EC
CMSU	88	ELED	Science
CMSU	88	Physics	Science
CMSU	88	ELED	
CMSU	88	Home Economics	
CMSU	88	SpED	
CMSU	88	ELED	
CMSU	89	ELED	EC
CMSU	89	ELED	EC
CMSU	89	SpED	ELED
CMSU	89	ELED	EMH
CMSU	89	ELED	Math
CMSU	89	ELED	Math
CMSU	89	ELED	Math
CMSU	89	ELED	Math
CMSU	89	ELED	
CMSU	89	ELED	
CMSU	89	ELED	
CMSU	89	ELED	
CMSU	89	SS	English

CMSU	89	ELED	Math
CMSU	89	ELED	
CMSU	89	Home Economics	
CMSU	90	ELED	EC
CMSU	90	ELED	EC
CMSU	90	ELED	SpED
CMSU	90	English	
CMSU	90	Business	
CMSU	91	ELED	Math
CMSU	91	Business	
CMSU	91	ELED	Middle School
CMSU	91	ELED	
CMSU	92	English	Journalism
CMSU	92	SpED	
CMSU	92	ELED	
CMSU	93	ELED	
CMSU	93	English	
CMSU		Math	German
CMSU		PE	Health
CMSU		ELED	Math
CMSU		Business	
CMSU		Education	
CMSU		ELED	
CMSU		ELED	
CMSU		ELED	
CMSU		Finance	
CMSU		Home Economics	
CMSU		PE	
CMSU		SpED	
CMSU	73	Speech/Drama	English
CMSU	79	ELED	
CMSU	80	PE	Drivers Education
CMSU	80	English	Journalism
CMSU	81	ELED	
CMSU	84	SpED	
CMSU	86	ELED	Math
CMSU	87	ELED	Math
CMSU	88	ELED	Science
CMSU	90	Business	
College of the Ozarks	80	Home Economics	
College of the Ozarks	84	ELED	
Colorado State	82	PE	
Concordia College	69	Education	Music
Concordia Teachers College		75	Education English Literature
Concordia-River Forest, IL		65	ELED Science
Concordia-River Forest, IL		74	Youth Work Math
Concordia-Seward, NB	78	Math	Coaching
Emporia	84	Earth Science	Chemistry
Fort Hayes State	68	ELED	Music
Fort Hayes State		Communications	Theatre

Graceland	65	Education	Psychology
Graceland	73	ELED	
Graceland	85	SpED	ELED
Graceland	92	ELED	
Kansas	66	PE	Science
Kansas	71	Sociology	
Kansas State	88	History	Theatre
KC Art Institute	74	Fibers	
Lincoln	74	ELED	Art
Lincoln	86	Math	Physics
Lincoln	74	Speech Path	
Louisiana Tech	78	Science	
Louisville	75	Math	French
Loyola	70	ELED	Theology
Marymount, KS	78	Psychology	
McPherson	60	ELED	
Missouri Valley	65	ELED	English
Missouri Valley	70	SS	English
Missouri Valley	70	Sec Ed	Math
Missouri Valley	70	PE	Science
Missouri Valley	72	PE	Health
Missouri Valley	75	Speech/Drama	English
Missouri Valley	82	SpED	ELED
Missouri Valley	90	ELED	Earth Science
Missouri Valley	68	Math	Education
Missouri Valley	83	PE	SS
Missouri-Columbia	68	Agriculture	Education
Missouri-Columbia	69	Library Science/Spanish	
Missouri-Columbia	78	Enginering	
Missouri-Columbia	79	Biology	
Missouri-Columbia	80	Education	Science
Missouri-Columbia	81	Home Economics	Fashion Merchandising
Missouri-Columbia	82	Agriculture	
Missouri-Columbia	83	Home Economics	
Missouri-Columbia	84	ELED	
Missouri-Columbia	85	SpED	
Missouri-Columbia	85	PE	
Missouri-Columbia	86	SpED	
Missouri-Columbia	87	Marketing	
Missouri-Columbia	88	ELED	
Missouri-Columbia	88	Industrial Arts	
Missouri-Columbia	90	English	
Morningside	80	ELED	Business
MSSC	70	ELED	English

MSSC	70	Education	
MSSC	74	ELED	English
MSSC	85	English	
MSSC	86	ELED	Reading
MSSC	89	ELED	EC
MWSC	72	Criminal Justice	
MWSC	78	ELED	
MWSC	80	SpED	
MWSC	83	History	Art
MWSC	87	Criminal Justice	Paralegal
MWSC	88	History	
MWSC	90	PE/Health	
MWSC	91	ELED	
NE Oklahoma State	72	History	Health
NE Oklahoma State	72	History	Health
Nebraska	84	Industrial Arts	
Nebraska-Kearney	90	ELED	SpED
NEMS	73	Math	Science
NEMS	84	English	Communications
NEMS	84	PE	
NEMS	90	ELED	EC
Northern Iowa	68	Geology/Biology	Education
Northern Iowa	69	English	
Northern Iowa	69	English	
Northern Iowa	82	SpED	ELED
Northern Iowa	84	History	Coaching
Northern Iowa	84	History	Geography
Northern Iowa	85	Middle School	Science
NW Oklahoma State	78	ELED	PE
NWMS	69	ELED	Spanish
NWMS	71	English	French
NWMS	72	Home Economics	
NWMS	82	Math	Coaching
NWMS	85	ELED	EMH
NWMS	86	ELED	Math
NWMS	87	ELED	EC
NWMS	90	PE	Math
Oklahoma Baptist	71	English	History
Old Dominion	69	Education	SS
Old Dominion	80	ELED	Psychology
Ottawa	76	Communicaton Arts	Education
Pepperdine University	89	French	Spanish
Pittsburg State	70	PE	Geography
Pittsburg State	70	History	Psychology

School of the Ozarks	85	ELED	EC
Southwest Baptist	74	ELED	Speech
Southwest Baptist	79	Business	Office Administration
Southwest Baptist	79	Home Economics	
Southwest Baptist		Math	Science
St. Louis	71	Psychology	Chemistry
Stephan F. Austin	84	ELED	Reading
SWMS	72	Home Economics	
SWMS	75	Physical Science	
SWMS	78	SpEd	
SWMS	80	SS	
SWMS	81	Art	
SWMS	86	Earth Science	
SWMS	88	English	Journalism
Texas Wesleyan	85	Business	
UMKC	67	ELED	
UMKC	79	ELED	
UMKC	86	ELED	SS
UMKC	87	Sec Ed	Business
UMKC	87	Education	History
UMKC	89	ELED	
UMKC	91	ELED	SS
Washburn	83	ELED	English
Wayne State	71	Math	Chemistry
Wayne State	88	Education	
William Jewell	91	English	Education
William Woods	69	ELED	English Literature
William Woods	76	SS	Education
Wright State	82	SpED	ELED
Wyoming	85	Physical Science	
?	84	ELED	History

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Place of Employment and Job Title

Of the 275 graduates who completed the survey, 245 are teachers or administrators in the public schools. Eighty-seven percent of the those responding work within a 90 mile radius of Warrensburg.

Summary of Strengths

The graduate students believe that their coursework helped them develop their ability to use research and research methods. They also believe that their coursework increased their knowledge and understanding about issues and trends to improve practice in schools and classrooms.

There were three additional areas that the graduate students spoke very positively about were CMSU's flexible class scheduling, excellent faculty who teach well and strong advisors who are very caring and accessible individuals.

Summary of Weaknesses

The graduate students also pointed out four areas of weakness which are as follows: Faculty not current with their classroom experiences; too much theory; repetition of content from class to class; and technology not being used in the graduate courses.

Summary of Specific Actions to take for Improvement

The graduate students suggested that more classes be offered off campus at various sites across the area, in addition more technology should be included within each course, and faculty should update all classes with current materials and themes.